

Brussels-Lux Study Tour 2022

K-12 Teacher Unit Planning Template

Name: Michael Bichko	Unit Plan: One Week
	Subject/Grade Level: <ul style="list-style-type: none"> - Spanish & Other World Languages/9-12 - Social Studies/9-12
Unit Title:	Exploring European Identity through Symbolism using the Euro
Unit Narrative:	<p>What does it mean to be European? Students will explore European identity using the symbols found on Euro coins. After discussing stereotypes and symbols, students will examine various Euro coins. Finally, students will conduct research on one of the countries in the Eurozone to create a new design for one of the Euro coins.</p> <p>NOTE: In the world languages classroom, the activities may be completed entirely or partly in the target language depending on the level of the class. The activities would also work in the social studies classroom.</p>
Standards:	<p>The American Council on the Teaching of Foreign Languages (ACTFL) World-Readiness Standards for Learning Languages:</p> <p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> - Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. - Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. - Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>CULTURES Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> - Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. - Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>

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	<ul style="list-style-type: none"> - Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. - Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
Objectives	
<ul style="list-style-type: none"> → Discuss European identity, stereotypes, and national symbols → Examine various national symbols on Euro coins → Design a coin for one of the Eurozone countries → Explain the symbolism of the design 	
Big Ideas	
<ul style="list-style-type: none"> → The European Union identity is based on the following shared values: <ul style="list-style-type: none"> o Human dignity o Freedom o Democracy o Equality o Rule of Law o Human Rights. 	
Essential Questions	
<ul style="list-style-type: none"> → What does it mean to be European? → How do symbols (like those on Euro coins) succeed or fail in representing national identity? 	
Learning Acquisition and Assessment	
Students will know... (content/concepts) <ul style="list-style-type: none"> → the Eurozone countries. → the symbolism of the designs found on the Euro coins. 	Students will be able to... (skills, performance tasks) <ul style="list-style-type: none"> → discuss what it means to be European. → identify symbols on Euro coins. → evaluate the effectiveness and shortcomings of symbols used to represent national identity.

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	<ul style="list-style-type: none"> → design a Euro coin using symbolism. → present an explanation of their design.
<p>Formative Assessments</p> <ul style="list-style-type: none"> → Participation in class group discussions. → Euro coin exploration activity. 	<p>Summative Assessments</p> <ul style="list-style-type: none"> → Euro coin design project.
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	<ul style="list-style-type: none"> → Ask students to think about what they know about Europe. Then, students will respond by writing on a notecard to the prompt: What does it mean to be European? Students share their responses in pairs or small groups. → Students will read Chapter 2: Who are Europeans from the Teaching the EU Toolkit provided by CES at UNC. https://europe.unc.edu/toolkits/chapter-2/ → Class group discussion focusing on stereotypes and the accuracy of their earlier responses. → Watch European Commission video: European identity from a non-EU perspective. https://youtu.be/UTfwO_9rNQg
Day 2	<ul style="list-style-type: none"> → Euro Coin Exploration Activity <ul style="list-style-type: none"> o Students will read about the Euro using the European Central Bank’s website. https://www.ecb.europa.eu/euro/html/index.en.html o Students will pick one of the Eurozone countries to complete the coin exploration activity. Students will examine the symbols used on the coin(s) of their respective countries using the website or actual coins. (Some questions to help with the students’ analyses: What symbols do you see on the coin(s)? How effective are the symbols in communicating the national identity of the country? Do you think the symbols were good choices? Why or why not?) Students will present their thoughts about the symbolism to the class. The other students will be encouraged to ask questions.
Day 3	<ul style="list-style-type: none"> → Euro Coin Design Project <ul style="list-style-type: none"> o Students will select one of the Eurozone countries. o Students will conduct research on national identity and symbols. (Consult with the school librarian to help focus the research.) o Students will create a design for one of the Euro coins.

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	<ul style="list-style-type: none"> o Students will write an explanation paragraph about the symbolism used in their designs. (written in the target language; length and other requirements can be established according to abilities and expectations for different classes.) o Students will create a poster containing a drawing of the coin and the written paragraph to present to the class.
Day 4	<p>→ Euro Coin Design Project</p> <ul style="list-style-type: none"> o Finish design poster (includes drawing of coin face and written explanation of symbolism)
Day 5	<p>→ Euro Coin Design Project</p> <ul style="list-style-type: none"> o Present design poster to class through a gallery walk activity (All posters will be displayed; students will take time to walk around and view the posters, and post comments/questions using post-it notes; finally, the class will read the comments and address the questions to wrap up the unit.)
Resources and Materials	
<ul style="list-style-type: none"> → School supplies: notecards, poster board, colored pencils → CE at UNC Teaching the EU Toolkits → European Commission Video → European Central Bank website → Realia: Euro coins from various countries 	